**K-5 Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 6 (Wed 9/5) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Lesson prior to Task 1** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? * How can I make a number greater than ten using tens and ones? * How can I understand that two-digit numbers are made of tens and ones? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * PowerPoint * Projector * Vocab cards * Gaggle video * Subitizing cards * 10 frames memory cards * Counting bags/recording log * “I have, who has” cards (number sense) * Buckets labeled “tens” and “ones” | | **Student:**   * Blank 120 chart * Copies of 120’s chart * Vertical and horizontal number lines * Popsicle sticks/3 other objects for bundling * Fruit loops/string | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit  \*\*Subitizing - the ability to recognize dot arrangements in different patterns. | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number * I can bundle ten ones to make one ten * I can make a number greater than ten using tens and ones * I can understand that two-digit numbers are made of tens and ones | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gaggle video: “I can count to 100 (counting song for kids by Mark D. Pencil)” 2:40 mins  Students will count by 10’s while giving “high-tens” in a circle. | | | | | |
| **Teacher Directed:**   * Review the 120 board on the projector/Remind students that in first grade they will learn all numbers on the chart and be able to count to 120. * Teacher will point to each number and students will count chorally to 120. Remind students of the patterns on the board we noticed from yesterday. * Next, teacher will point to any given number, have students name the number, and then count on from that number. Repeat with several different starting places. * Review subitizing cards   Review one and two-digit numbers. Remind students that 2-digit numbers have a tens and a ones place. Using a tens bucket and a ones bucket, teacher will draw one card from each bucket, place them in a pocket chart labeled tens and ones and model a chant: Ex: choose a 5 card and a 3 card, everyone says 5 tens, 3 ones…fifty-three. Repeat with varying numbers. | | | | | |
| **Guided Practice:** Using table groups give each group a tray of objects (each tray having different objects) Label trays A, B, C, D. Each group will also receive a log to record number of sticks on each tray. \_\_\_\_\_\_\_tens and \_\_\_\_\_\_\_ones = \_\_\_\_\_\_\_\_\_  Students will bundle objects into tens and ones and record their answer onto their log. | | | | | |
| **Independent Practice: Center activities: (Rotate to 2 centers)**  1. Missing number pocket chart with recording log.  2. Fruit loop necklaces  3. Counting bags – place labeled bags in center with various numbers of objects in each bag. Students will count objects in each bag and record on log.  4. ten frames card game – deal out all cards, students play like a “war” game. Student with highest number wins both cards. | | | | | |
| **Closing/Summarizing Strategy:** Play “I have, who has”” game with number cards. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Counting bags for center activity will be color coded:  Green – numbers 1-20  Yellow – numbers 21-80  Blue numbers 81-120 | | | Use number line or 120’s chart when completing center activity  Provide 10 frame mats for counting out | | | Provide vertical number lines and 120’s chart for center activity.  Partner ESL students in centers with students working at/above grade level |
| **Assessment(s):** Recording logs from centers. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  Who had trouble with numbers?  Who seems to have mastered numbers already? | | | | | | |